

DAFTAR PUSTAKA

- Adams, M dan Fler, M. (2015). *Displaced countries: Moving countries: Belongings as central for realizing the affective relation between international shifts and localized micro movements. Learning, Culture and Social Interaction*. Volume 6, Pages 56-66. doi.org/10.1016/j.lcsi.2015.03.003.
- Adams, M dan Fler, M. (2016). *The relations between a 'push-down' and 'push-up' curriculum: A cultural-historical study of home-play pedagogy in the context of structured learning in international schools in Malaysia*. Vol. 42, Issue. 3, Pages. 86-94
- Adams, M., & Fler, M. (2016). *Social inclusion and exclusion of a young child: A cultural – historical perspective of an international mid-semester transition into an international school in Malaysia. Australasian Journal of Early Childhood*, 41(3), 86. DOI:<https://doi.org/10.1177/183693911604100311>
- Agustina, M.R. (2021). kontribusi Orangtua dalam mendampingi Anak Usia Dini Belajar dari Rumah di Masa Covid-19. Volume 5 Issue 2. Pages 2146-2157. DOI: [10.31004/obsesi.v5i2.1160](https://doi.org/10.31004/obsesi.v5i2.1160).
- A'ini, N,U. (2019). *Social Behavior In Children 5-6 Years Old At Tk Aba Sorogaten Galur Kulon Progo. Journal Education Early Childhood*. Vol.8
- Bang Yoo, S, (2018). *Parents' Perspectives On How Their Behaviors Impede Parent-Teacher Collaboration, Journal Social Behavior And Personality*, Vol 46, No, Pages 1787-1800
- Bodrova, Elena. (2014). *Key Concepts of Vygotsky's Theory of Learning and Development. Journal of Early Childhood Teacher Education*. Vol. 18, No.2, Pages 16-22, DOI: [10.1080/1090102970180205](https://doi.org/10.1080/1090102970180205).
- Bodrova, E dan Deborah J.Leong. (2015). *Learning and development of preschool children: The Vygotskian perspective*. DOI:[10.1017/CBO9780511840975.010](https://doi.org/10.1017/CBO9780511840975.010)
- Chen, F. (2015). *Parents' and children's emotion regulation strategies in emotionally situated zones: A cultural-historical perspective. Australasian Journal of Early Childhood*, 40(2), 107– 116.
- Crafter, S dan Maunder, Rachel E. (2018). *School bullying from a sociocultural perspective. Aggression and Violent Behavior* Vol. 4, Pages 13-20. <https://doi.org/10.1016/j.avb.2017.10.010>
- Creswell, J.W. 2014. *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. Yogyakarta: Pustaka Belajar
- Creswell, W John and Creswell, J David. (2018). *Research Design: Qualitative, Quantitative Adn Mixed Methods Approaches, Journal of Chemical Information and Modeling*, vol. 53, 201.

- Danby, S. Cathy, T. Maryanne, T. Karen, T. (2012). *Children's strategies for making friends when starting school. Australasian Journal of Early Childhood*, 37 (2), pp. 63-71. DOI: [10.1177/183693911203700210](https://doi.org/10.1177/183693911203700210)
- Davis, S. (2015). *Perezhivanie and the experience of drama, metaxis and meaning making. NJ Drama Australia Journal*, 39(1), 63–75. <https://doi.org/10.1080/14452294.2015.1083138>.
- Dewi, A.RT dan Mira, M. Eva, G. (2020). Perilaku Sosial Emosional Anak Usia Dini. *Jurnal Golden Age, Universitas Hamzanwadi*. Vol. 04 No. 1, Hal. 181-190.
- Esterberg, Kristin G., 2002. *Qualitative Methods in Social Research, Mc. Graw Hill, New York*.
- Eun, Barohny. (2017). *The zone of proximal development as an overarching concept: A framework for synthesizing Vygotsky's theories. Journal Educational Philosophy and Theory*. <https://doi.org/10.1080/00131857.2017.1421941>.
- Fleer, M., & Hammer, M. (2013). *Emotions in imaginative situations: The valued place of fairytales for supporting emotion regulation. Mind, Culture, and Activity*, 20 (3), 240–259. <https://doi.org/10.1080/10749039.2013.781652>
- Fleer, M. (2017). *Scientific playworlds: A model of teaching science in play-based settings. Research in Science Education*, 49, 1257–1278. <https://doi.org/10.1007/s11165-017-9653z>
- Gonzalez Rey, F. (2011). *The path to subjectivity: Advancing an alternative understanding of Vygotsky and the legacy of cultural history. Dalam P. Portes & S. Salas (Eds.), Vygotsky in 21st century society: Advances in the theory and praxis of cultural history with non- dominant societies* (hlm. 32-49). New York, NY: Peter Lang.
- Hedegaard, M. (2012). *Analysing children's learning and development in everyday settings from a cultural-historical wholeness approach. Mind, Culture, and Activity*, 19(2), 127–138. <https://doi.org/10.1080/10749039.2012.665560>.
- Hedegaard, M. (2014). *The significance of demands and motives across practices in children's learning and development: An analysis of learning in home and school. Learning, Culture and Social Interaction*, 3, 188–194. <https://doi.org/10.1016/j.lcsi.2014.02.008>
- Hedegaard, M., Fleer, M. (2013). *Play, learning, and child development: Everyday life in the family and the transition to school*. New York, NY: Universitas Cambridge.
- Hedegaard, M dan Anne, E. (2014). *Transitions and children's learning. Learning culture and social interaction. Vol. 3, No. 3*. DOI: [10.1016/j.lcsi.2014.02.007](https://doi.org/10.1016/j.lcsi.2014.02.007)

- Hviid, P. (2008). 'Tahun depan kita kecil kan?' Waktu yang berbeda pada anak-anak perkembangan. *Jurnal Psikologi Pendidikan Eropa*, 23(2), 183–198. doi:10.1007/bf03172744.
- Hsu,Guo-Liang dan Wu-Yuin, H. (2014). *The Effect of Intrapyschological Learning Before and After Activities Interpsychology with Web-Based Sharing Mechanisms*. *Journal of Educational Technology & Society*, Vol. 17, no. 1.
- Hyun, C. C., Tukiran, M., Wijayanti, L. M.,Asbari, M., Purwanto, A., Santoso, P. B., & Harapan, U. P. (2020). *Piaget Versus Vygotsky*. Vol.1, No.2, Pages. 286–293. DOI : <https://doi.org/10.7777/jiemar.v1i2>
- Kalsum, U., Salsabilah, ah, Nabila Putri, P., Noviani, D., Anak Usia Dini IAI Al-Qur, P., & Al- Ittifaqiah Indralaya, an. (2023). Konsep Dasar Pendidikan Anak Usia Dini Dalam Perspektif Islam. 1(4), 94–113. <https://doi.org/10.47861/khirani.v1i4.632>.
- Kostelnik, M. J., Gregory, K. M., Soderman, A. K., & Whiren, A. P. (2012). Guiding Children's Social Development and Learning. In M. Kerr (Ed.), *Cengage Learning* (7th ed.).Wadsworth Cengage Learning.
- Kousholt, D. (2010). *Examining families through the daily lives of children at home and daycare in Denmark*. *Ethos*, 39(1), 98-114.
- Krichevets, A.N. (2014). *Vygotsky and intersubjectivity*. *Psychology in Russia: State of the Art*. Vol.7 Issue 3. Doi: 10.11621/pir.2014.0302.
- Kemendikbudristek.(2022). Implementasi Kurikulum Merdeka.Kemendikbudristek
- Lantolf, J.P. 2000. *Introducing sociocultural theory*. In: Lantolf, J.P., ed. *Sociocultural theory and second language learning*. Oxford University Press, 1-26
- Levy, S dan Jamie Macdonald. (2016). *Ageism In The Workplace: The Role Of Psychosocial Factors In Predicting Job Satisfaction, Commitment, And Engagement*. March 2016. [Journal of Social](https://doi.org/10.1111/josi.12161) Vol.72, No.1 Issues 169-190.DOI: [10.1111/josi.12161](https://doi.org/10.1111/josi.12161)
- Maguire, L. K., Niens, U., McCann, M., & Connolly, P. (2016). *Emotional development among early school-age children: gender differences in the role of problem behaviours*. *Educational Psychology*, 36(8), 1408–1428. <https://doi.org/10.1080/01443410.2015.1034090>.
- Major, S, d, O, Maria J,S,S & Roy P. M, (2020), *Preschoolers' Social Skills And Behaviour Problems At Home:Mothers And Fathers' (Dis) Agreement, Early Child Development And Care*. <https://doi.org/10.1080/03004430.2020.1737039>.
- Mardiyani,R.D.N.R dan Choiriyah W. (2023). Interaksi Teman Sebaya dalam Mengembangkan Perilaku Sosial Anak Usia Dini. *Murhum: Jurnal Pendidikan Anak Usia Dini*. Vol. 4, No. 2, DOI: 10.37985/murhum.v4i2.329.

- Murray, M., Curran, E., & Zellers, D. (2008). *Building parent/professional partnerships: A Innovative approaches to teacher education*. The Teacher Educator, 43, 87-108. <https://doi.org/ck5dqz>.
- Obaki,S,O, (2017), *Impact Of Classroom Environment On Children's Social Behavior*. International Journal Of Education And Practice, Vol 5, No, 1,Pages 1-7.
- Rasmini, N.W. (2023). Penyimpangan Perilaku Sosial-Emosional Anak pada Pengasuhan Orangtua Tunggal Korban Perceraian. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini. Volume 7, Issue 5, Pages 6017-6026
- Rey, F,L,G dan Albertina,M,M. (2016). *Perezhivanie: Advancing the implications for cultural- historical approach*. International Research in Early Childhood Education. Vol. 7, No.1.
- Rohayati, T, (2018) Pengembangan Perilaku Sosial anak Usia Dini, Cakrawala Dini Jurnal Pendidikan Anak Usia Dini, Vol 4, DOI: 10.17509/cd.v4i1.10377.
- Santrock, John W. Life Span Development Perkembangan Masa Hidup Edisi Ketiga belas Jilid 1. New York: McGraw-Hill. 2011.
- Smagorinsky, P. (2011). *Vygotsky's stage theory: The psychology of art and the actor under the direction of perezhivanie*. Mind, Culture, and Activity, 18(4), 319–341. <https://doi.org/10.1080/10749039.2010.518300>.
- Souto-Manning, M., & Swick, KJ (2006). *Teacher beliefs about parent and family involvement: Rethinking the family involvement paradigm*. Early Childhood Education Journal, 34, 187- 193. <https://doi.org/ddt6cm>.
- Sumadi, T. Siska P, Rien Safrina. (2019). Peningkatan Kemampuan Sosial melalui Bermain Kartu Estafet pada Anak Usia Dini. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini. Volume 3 Issue 2 (2019) Pages 440-447. DOI: 10.31004/obsesi.v3i2.222
- Sugiyono. Metode Penelitian Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta, 2012.
- Topciu, Marta dan Johana Myftiu. (2015). *Vygotsky Theory on Social Interaction and its Influence on the Development of Pre-School Children*. European Journal of Social Sciences Education and Research. Volume 2, Issue 3.
- Utami, AD, M. Fleer, and Liang. Li, (2023), *The Player role of the teacher in playworld creates new conditions for children's learning and development*, International Journal of Early Childhood. Vol 55, Issue 2, Pages 169-186
- Veresov, Nikolai and Marilyn Fleer. (2016). *Perezhivanie as a Theoretical Concept for Examining Youth Development, Mind, Culture, and activity*. DOI:10.1080/10749039.2016.1186198.
- Veresov, N. (2017). *The Concept of Perezhivanie in Cultural-Historical Theory: Content and Contexts, Perspectives in Cultural-Historical Research*. DOI:[10.1007/978-981-10-4534-9_3](https://doi.org/10.1007/978-981-10-4534-9_3).

Vygotsky, L. S. (1997). *The history of the development of higher mental functions*. In R. W. Rieber (Ed.), *The collected works of L.S. Vygotsky* (Vol. 4, M.H. Hall, Trans.). New York: Plenum Press.

Widyanoory, C, J dan Yuli K,S,P. (2019). *The Influence of Personal Adjustment on Social Interactions in Children Aged 4-5 Years*. *early childhood education essay*. Vol. 8, No.1, Pages 21-27. DOI: <http://dx.doi.org/10.15294/belia.v8i1.29786>

Winther-Lindqvist, D. (2012). *Social identities in transition: Contrasting strategies of two boys when changing school*. In M. Hedegaard, K. Aronsson, C. Højholt, & O. S. Ulvik (Eds.), *Children, childhood and everyday life. Children's perspectives* (pp. 179–198). Charlotte, NC: Information Age Publishing.

Zittoun, T. (2008). *Learning through transitions: The role of institutions*. *European Journal of Psychology of Education*, 23, 165–18

